Lesson 3

Essential question: How should nations organize their immigration policies?

Laura will introduce essential question for next two weeks. Will also note that for next week, students will do independent research on one other OECD country (not US). Students should bring a page of notes to class that documents the immigration policies and attitudes that their chosen country currently has in place, and details about the major immigrant populations within their chosen country. They should use and cite at least three sources. Laura will show OECD resource page ([http://www.oecd.org/infoby country/0,3380,en\_2649\_37415\_1\_1\_1\_1\_37415,00.html](http://www.oecd.org/infoby%20country/0,3380,en_2649_37415_1_1_1_1_37415,00.html)), which students will want to use. Finally, we would like each student to examine at least one other classmate’s Google Earth global narrative tour, type up some feedback, email that person and cc both Kyle and Laura. Laura will take any questions. (10 minutes)

Kyle will remind students on laptop policy and to engage in assigned topics in small group. Kyle will take any questions about Arne Duncan town hall meeting.

Kyle will ask the class to explain push-pull theory. He will ask them to reflect on their own future decisions about work, and how helpful push-pull theory is for thinking through such decisions. In particular, he will try to pull out any limitations they can locate regarding this theory. (10 minutes)

He will then introduce body sculpture with short description. Note that there is a difference between body sculpture and skits/drama. Body sculpture asks you to use exclusively your body to “talk.” In this sense, it is perhaps more like dance than acting. In body sculpture, there are no props, and no speaking. Groups must convey an idea through the location of bodies in space. (5 minutes)

Kyle will then break the class into seven groups by numbering off. He will give each group a factor, and ask them to discuss how they will sculpt it. (15 minutes)

Before students perform their sculptures, the class will be asked to copy down the graphic organizer breaking factors into either “push” or “pull.” He will have groups perform in numbered order, and as they do so, students will fill out the organizer. After everyone has gone, he will go back through groups, have them explain their sculpture, and ask class for historical examples. (20 minutes)

Kyle will then go over some current information on US immigration policy, taken from the Congressional Budget Office’s February 2006 report. He will note that the current policy is based on the [Immigration and Nationality Act Amendments of 1965](http://en.wikipedia.org/wiki/Immigration_and_Nationality_Act_Amendments_of_1965), also known as the Hart-Cellar Act, which abolished the system of national-origin quotas. He will read the introduction to the CBO report, and go over the graphics on p. viii and 8. (15 minutes)

BREAK

Laura will hand out the futurescape sheet, noting this activity can be found on p. 240 of Pike and Selby. Students first complete sheet by themselves. (5 minutes)

Then they should return to their bodysculpting groups, and work through the sheet together. They can start by simply seeing which areas there is easy consensus. But they should then tackle a scenario where there is disagreement, and see if they can work towards some sort of group consensus. (25 minutes)

Laura will debrief by asking for one group to share one of items that provoked disagreement. Rather than have each group report out, we will build the discussion off of this first statement. When possible, we should link the discussion back to the work of the global education. As we end discussion, we should point out that education has traditionally focused on the past, but that global education also asks us to think about the future, and that such exercises help us to do so. (25 minutes)

Kyle and Laura will go over expectations, showing sample creed from Pre-School, and differentiating grading and assessment.

Workshop time. Go over tasks for next week. Introduce Global Educators Creed assignment task and rubric. Could discuss: Who might your audience be for these documents? What different forms could this take? Share initial ideas about how to tackle this assignment in pairs, do some preliminary outlining with a partner, then share out. (30 minutes)

Essential question: How should nations organize their immigration policies?

A body sculpture is a “frozen skit” at one moment in time. Your body, expression and its relation to other bodies and expressions needs to tell the whole story. In your groups, you will each received one important factor leading to immigration. In your group, create a body sculpture that conveys your factor.

* Religious Oppression
* Freedom from Political Oppression, Conflict, and Chaos
* Economic Displacement Caused by Environmental, Technological and Demographic Change
* Humanitarian Protection
* Family Reunification
* Jobs and a Better Standard of Living
* Network-Driven Immigration

Directions: Watch the performance of each body sculpture. Then, in your groups, determine what factor is being represented. Determine if it is a pull or push factor. Finally, write the NUMBER, the FACTOR, and a specific EXAMPLE in the CORRECT COLUMN.

Push Factors Pull Factors

*Immigration Policy and the United States*

Congressional Budget Office, February 2006

<http://www.cbo.gov/ftpdocs/70xx/doc7051/02-28-Immigration.pdf>

**Introduction**

Immigration policy in the United States reflects multiple goals. First, it serves to reunite families by admitting immigrants who already have family members living in the United States. Second, it seeks to admit workers with specific skills and to fill positions in occupations deemed to be experiencing labor shortages. Third, it attempts to provide a refuge for people who face the risk of political, racial, or religious persecution in their country of origin. Finally, it seeks to ensure diversity by providing admission to people from countries with historically low rates of immigration to the United States. Several categories of permanent and temporary admission have been established to implement those wide-ranging goals.

This Congressional Budget Office paper describes who is eligible for the various categories of legal admission and provides the most recent data available about the number of people admitted under each category. The paper also discusses procedures currently used to enforce immigration laws and provides estimates of the number of people who are in the United States illegally.

**Lawful Entry**

U.S. policy provides two distinct paths for the lawful admission of noncitizens, or “aliens”: permanent (immigrant) admission or temporary (nonimmigrant) admission. In the first category, aliens may be granted permanent admission by being accorded the status of lawful permanent residents (LPRs). Aliens admitted in such a capacity are formally classified as “immigrants” and receive a permanent resident card, commonly referred to as a green card. Lawful permanent residents are eligible to work in the United States and may later apply for U.S. citizenship.

In 2004, the United States granted permanent admission, or LPR status, to about 946,000 noncitizens (see Summary Table 1).

1) **Push Factor: Religious Oppression**: History affirms that some of this nation’s earliest settlers – the Pilgrims and Puritans in Massachusetts; Roman Catholics in Maryland; Huguenots in the Hudson River Valley and South Carolina; and Quakers in Pennsylvania, for example – were motivated to immigrate largely by their search for religious freedom. A few centuries later, from the mid-1800s through the mid-1900s, several waves of Jewish immigrants fled religious persecution and political oppression in the Russian and German states and came to the United States. Under the Displaced Persons Act, approximately 85,000 Holocaust survivors were admitted to the U.S. after World War II.

3) **Push Factor: Freedom from Political Oppression, Conflict, and Chaos**: British political activists of the early 19th century, the German “Forty-eighters” in the middle of that century, and Cuban and Hungarian dissidents in the 1950s, are examples of a few of the groups that tried to reform the governments of their homelands, but came to this land of unmatched constitutionally-guaranteed freedoms when their best efforts at home were thwarted. More recently, others fled volatile conflicts such as those in Guatemala and El Salvador during the 1970s, ‘80s and early ‘90s.

6) **Push Factor: Economic Displacement Caused by Environmental, Technological and Demographic Change**: Economic hardship has been a powerful “push” factor for many groups. The Irish potato famine of 1845-47 is a good example. The famine led to the emigration of approximately 500,000 Irish to the U.S., accounting for more than half of all immigrants to this nation during the 1840s. Beginning in the 1880s, extensive economic changes in Europe stimulated the “Great Wave” of immigration to the United States that would last until 1914. The increasing need of growing cities like London, Budapest, and Berlin for foodstuffs encouraged farmers to acquire more land in order to expand production for distant markets. But commercial rather than mere subsistence farming stimulated the rise of large estates and increased the overall price of land. Small owners or aspiring owners found it increasingly difficult to acquire sufficient land to support themselves. With less land to transmit, young people had less reason to wait for the landed inheritance once needed to start a family. Earlier family formations, in turn, meant that women gave birth over a longer portion of their lives and more children were born. People of modest means then began to move in search of opportunities at home and in the United States.

2) **Pull Factor: Humanitarian Protection**: A small percentage of each year’s admissions – approximately 5 to 10 percent in any given year – continue to be persons seeking humanitarian protection from persecution or a well-founded fear of persecution because of race, religion, nationality, membership in a particular social group or political opinion. After the Vietnam War and in the years immediately following passage of the Refugee Act of 1980, most refugees came from Southeast Asia. Russian Jews were also granted refugee status in large numbers in the ‘80s and ‘90s. More recently, the refugee population has diversified considerably to include persons from Kosovo, Rwanda, Ethiopia, Sudan, Sierra Leone, Liberia, Congo, Somalia and Myanmar, among others.

7) **Pull Factor: Family Reunification**: In 1965, the Hart-Celler Act abolished race-based prohibitions to immigration and created a new policy that emphasized the reunification of immigrant families. It allocated 74 percent of available visas to spouses and children of legal permanent residents and adult children and siblings of U.S. citizens. During the past ten years, more than 200,000 persons per year have been admitted to the U.S. as beneficiaries of family preference visas. Family unity is one of the most powerful motivators among current immigrants.

5) **Pull Factor: Jobs and a Better Standard of Living**: Wage disparities and buying power in their homelands as compared to those levels in the U.S. provide strong motivation for many who seek to come here for employment. Nancy Foner points this out in her history of immigration to New York City. In the earlier centuries, individuals in other nations had limited knowledge of life in America. Today, the pervasiveness of mass communication and mass marketing has made those in the developing world acutely aware of amenities that are out of their reach in their homelands.

4) **Pull Factor: Network-Driven Immigration**: To the extent that migration abroad fulfills the goals of individuals and families, the process continues to the point that it becomes normative. When this happens, going abroad ceases to be an exceptional affair and becomes the “proper thing to do,” first for adult males and then for entire families. At some moment, networks across international borders acquire sufficient strength to induce migration for motives other than those that initiated the flow. People then move to join families, care for children and relatives, or avail themselves of social and educational opportunities created by the ethnic community abroad.

**FUTURESCAPES**

(pp. 240-242, Pike and Selby book)

1. Number of legal immigrants admitted to the US each year will continue on the same trajectory: Approximately 1,000,000 new LPR per year.

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Number of legal immigrants admitted to the US each year will be more and more restricted.

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Number of legal immigrants admitted to the US each year will be expanded more and more.

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. There will be no limits put on the number of legal immigrants admitted to the US each year.

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will continue to have as its primary goal the reunification of families. Most visa slots will be given to those sponsored by a family member already in the US legally.

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will begin to focus more on the economic strength of the US.

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will prioritize “workers with extraordinary ability in the arts,

athletics, business, education, or science.”

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will prioritize “workers in occupations deemed to be experiencing

Shortages.”

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will prioritize “people willing to invest at least $1 million in businesses located in the United States.”

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will prioritize those experiencing economic hardship in their own country of origin.

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will prioritize refugees and asylum-seeker (defined by US law as “people who are unable or unwilling to return to their home country because of persecution (or a well-founded fear of persecution) on account of their race, religion, nationality, membership in a particular social group, or political opinions.)

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired

1. Immigration policy will prioritize diversity: an equal number of visas will be given to each country of the world (or priority is given to regions where there is not much immigration otherwise; currently mainly Europe and Africa).

**DURING MY LIFETIME**: Possible Probable Improbable Impossible

Desired Undesired